

SENATE BILL 558

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2003 Regular Session
(31r1730)

ENROLLED BILL

-- Education, Health, and Environmental Affairs/Ways and Means --

Introduced by **Senators Pinsky, Gladden, Grosfeld, Hollinger, Lawlah, Stone,
and Teitelbaum**

Read and Examined by Proofreaders:

Proofreader.

Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this
____ day of _____ at _____ o'clock, ____ M.

President.

CHAPTER _____

1 AN ACT concerning

2 **Education - Study Commission on ~~Teachers'~~ Educators' Time and**
3 **Paperwork**

4 FOR the purpose of establishing a Study Commission on ~~Teachers'~~ Educators' Time
5 and Paperwork; specifying the composition, powers, and duties of the
6 Commission; providing a certain staff for the Commission; requiring the
7 Commission to report to the Governor and the General Assembly on or before a
8 certain date; providing for the termination of this Act; and generally relating to
9 the Study Commission on ~~Teachers'~~ Educators' Time and Paperwork.

10 Preamble

11 WHEREAS, The amount of paperwork teachers *and school administrators* are
12 required to complete is duplicative and time consuming and frequently detracts from
13 the goal of providing the best quality education possible to all children; and

1 WHEREAS, According to a report by the Council for Exceptional Children
 2 (CEC), concerns about paperwork ranked high, especially among special education
 3 teachers and special education teachers are leaving the profession at almost twice the
 4 rate of general educators; and

5 WHEREAS, While teachers recognize and support the necessity of the
 6 individualized education programs (IEP), it remains one of the main sources of
 7 frustration for both general and special education teachers because of its complexity,
 8 the duplicative nature, and the inconsistency of forms from district to district, and
 9 school to school in Maryland; and

10 WHEREAS, Both general and special education teachers state they are often
 11 required to provide data for the principal and various central office staff after they
 12 have already provided it otherwise during the school year; and

13 WHEREAS, Both regular and special education teachers state they are
 14 frustrated by the lack of technical assistance when completing paperwork for the
 15 principal, county central office, or the State Department of Education; and

16 WHEREAS, Teachers *and school administrators* leaving the profession
 17 routinely state that poor working conditions in the schools, including the burdensome
 18 paperwork issues, are most to blame; and

19 WHEREAS, Because we already face a teacher shortage in Maryland and the
 20 recently passed federal law, No Child Left Behind Act, establishes additional
 21 pressures with federal mandates; and

22 WHEREAS, It is important to address any condition that contributes to teacher
 23 *and school administrator* attrition and interferes with ~~teachers'~~ *educators'* ability to
 24 devote their time, attention, and talent to meeting the instructional needs of their
 25 students; now, therefore,

26 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
 27 MARYLAND, That:

28 (a) There is a Study Commission on ~~Teachers'~~ *Educators'* Time and
 29 Paperwork.

30 (b) The Commission shall consist of the following ~~13~~ 14 16 members:

31 (1) one representative of the State Department of Education, appointed
 32 by the State Superintendent;

33 (2) ~~three~~ five representatives from local school systems, including at
 34 least ~~one~~ three local school ~~administrator~~ *administrators*, selected by the Maryland
 35 Association of Boards of Education;

36 (3) one representative of a disability advocacy community appointed by
 37 the Governor;

1 (4) one speech-language pathologist who is employed as a
 2 speech-language pathologist in the public schools, appointed by the State Board of
 3 Audiologists, Hearing Aid Dispensers, and Speech-Language Pathologists;

4 (5) four teachers, three selected by the largest statewide employee union
 5 representing teachers and one teacher selected by the second largest public employee
 6 union as follows:

7 (i) two with expertise in general education;

8 (ii) one with expertise in special education; and

9 (iii) one with expertise in special services;

10 ~~(5)~~ (6) two members of the Senate of Maryland, appointed by the
 11 President of the Senate; and

12 ~~(6)~~ (7) two members of the House of Delegates, appointed by the
 13 Speaker of the House.

14 (c) The Commission shall designate the chairman of the Commission.

15 (d) ~~The Department of Legislative Services~~ Maryland State Department of
 16 Education shall provide staff for the Commission.

17 (e) The Commission shall:

18 (1) conduct a survey and collect information relating to the issue of
 19 workload, administrative and bureaucratic tasks, and other intrusions on time that
 20 detract from the quality of teaching and learning as it impacts general and special
 21 education employees and speech-language pathologists;

22 (2) analyze best practices used in other states to combat this problem;

23 (3) analyze the benefits of a statewide individualized education program
 24 (IEP) form;

25 (4) pursue any other tasks that may reduce paperwork or reduce
 26 intrusions on time that detract from the quality of teaching and learning; and

27 (5) on or before December 31, 2003, report its findings and
 28 recommendations, including any proposed statutory changes to the Governor and, in
 29 accordance with § 2-1246 of the State Government Article, to the General Assembly
 30 for consideration by the General Assembly in the 2004 regular session.

31 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall take effect
 32 June 1, 2003. It shall remain effective for a period of 1 year and 7 months and, at the
 33 end of December 31, 2004, with no further action required by the General Assembly,
 34 this Act shall be abrogated and of no further force and effect.

